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ABSTRACT

The paper describes a workshop for secondary special and vocational education teachers and supervisors designed to enhance mainstreaming of handicapped students in vocational education programs. Workshop activities are said to have included minicourses presented by construction trades teachers and group development of learning plans for a task analysis-type curriculum modification model. Workshop assessment procedures are also considered. (CL)

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WORKSHOP SUMMARY

RELATED VOCATIONAL INSTRUCTION FOR THE HANDICAPPED

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Douglas H. Gill
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Georgia Southern College
Summer 1978

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INTRODUCTION

The Related Vocational Instruction Program is a statewide commitment to more adequately and appropriately serve handicapped youth in regular secondary vocational education programs. The commitment is a result of interfacing both special and vocational education. Special education contributes to this relationship in the form of trained and certified special education teachers who possess knowledge and expertise in teaching techniques and methodology for the handicapped population. Vocational education brings to the relationship "excess cost" federal dollars to supplement the special education teacher, and knowledge and expertise in occupational content.

If mainstreaming is defined as an educational programming option in which handicapped students are integrated into regular programs with instructional support provided to the student and his or her instructor, then the Related Vocational Instruction Program, or RVI, is quite simply, mainstreaming in vocational education. To support such an effort, enhancing the relationships between special and vocational teachers at the local school level obviously has to be considered a must. It is with this purpose in mind that the Summer Institute for Related Vocational Instructors was conceived and conducted.

The following pages attempt to describe what went on during this workshop as well as what went on in a corresponding workshop for administrators of local RVI programs.

Title of Workshop

"Institute for Related Vocational Instruction Programs for the Handicapped - Secondary Level"

Goals and Objectives of Workshop

Goals: Participants will develop the competencies necessary to provide adequate support to handicapped students in the secondary vocational setting.

Participants will develop the competencies necessary to modify existing secondary level vocational curriculum for use with the handicapped.

Participants will fulfill the requirements of supplemental field certification necessary for the Related Vocational Instruction teaching position.

Objectives:

Attitudes - As a result of the workshop experience, the attitudes of both Related Vocational Instructors and contruction trades personnel working with the handicapped in the vocational setting will be positively influenced.

Based on the workshop experience, the inter-relationship between Related Vocational and contruction trades personnel will be enhanced.

Knowledges - Related Vocational Instructors will be able to demonstrate knowledge of the construction trades curriculum content.

Related Vocational and construction trades instructors will demonstrate a knowledge of curriculum support planning for handicapped students in construction trades programs.

Construction trades and Related Vocational Instructors will develop additional knowledges in the areas of:

a. curriculum development
b. vocational assessment
c. vocational adjustment
d. attitudes and motivation
e. joint development of IEPs.

Through continuous interaction, construction trades instructors will learn basic characteristics, learning styles, and procedures for working with the handicapped in the vocational setting.

Skills - Related Vocational and construction trades personnel will develop curriculum support plans relevant to the handicapped.

Construction trades and Related Vocational Instructors will develop

skills in more effectively and efficiently dealing with students who have special vocational needs, such as: communication skills, interpersonal skills, and student materials development skills.

Workshop Coordinator and Personnel

Coordinator: Douglas H. Gill, Project Coordinator
Vocational Programs for the Handicapped
Georgia Southern College

Consultant: Dr. Ray Sankovsky, Coordinator
Special Needs
Auburn University

Activities During Workshop

The workshop was conducted on the campus of Georgia Southern College for a period of six weeks, approximately eight hours per day, five days per week. It involved all Related Vocational instructors and selected construction trades teachers throughout the state of Georgia. Construction trades teachers were utilized in this effort because previous program data showed that of the handicapped population served in vocational education, 30% were enrolled in construction trades programs.

The workshop began with construction trades teachers presenting mini-courses in the areas of masonry, carpentry, and plumbing. Related Vocational instructors were tested on the mini-courses by virtue of pre and post assessment instruments in the areas of common terms, tools, materials, related occupations and skill operations in each area.

Once the mini-courses were complete, all participants in the workshop were introduced to a task analysis-type curriculum modification model. After all participants were thoroughly familiar with the model, approximately 100 participants were divided into 10 groups. Each group was assigned two leaders, one an RVI person, and one a construction trades instructor. Using a standard format and a pre-determined task listing, each group developed a set of learning plans for each identified task. The set of learning plans was composed of a learning plan for the vocational instructor, and a supplemental learning plan for use by the Related Vocational instructor.

The learning plan is composed of the given task, performance-based task activities and a performance-based task check. The supplemental learning plan is composed of the given task, task terminology, related math concepts, essential coordinated movements for the stated task, and related concepts. Approximately 1100 such sets of learning plans were developed in the areas of masonry, carpentry and plumbing. These materials are designed for use by teachers, and promote a parallel teaching concept between the RVI or special education teacher and the vocational construction trades teacher.

The participants were provided various content sessions throughout the workshop as well, that dealt with vocational assessment, vocational adjustment, learning styles and characteristics of the handicapped, resource material, and motivation of the special-needs learner among other topics. Topics in the content sessions were presented in the form of programmed modules. An optional seminar session was available two nights per week, and topics of interest pertaining to vocational preparation of the handicapped were discussed in an informal manner.

Evaluation of Workshop

Participant Assessment - All participants in the workshop were evaluated using several instruments. Among them, the Attitude Toward Mainstreaming Scale, pre and post assessments in masonry, carpentry and plumbing, group participation rating sheets, product evaluation, and a comprehensive final examination on the content sessions.

Workshop Assessment - The workshop was evaluated using three separate instruments: a state workshop evaluation form, a workshop improvement form, and college workshop evaluation form. The workshop was generally well received and obtained high marks in organization, content, and relevancy.

Follow-Up of Workshop

For add-on certification purposes, participants are required to complete a one year internship. During that internship, they are expected to follow-up the summer institute in the following manner.

1. Given a standard format, develop at least 2 student modules for use in construction trades.

2. Given a standard format, list at least 100 performance tasks for a vocational area other than construction trades.

3. Given a standard format, plan, conduct or have conducted at least one in-service session for vocational education teachers in the area of vocational education programming for the handicapped learner.

4. Choose one of the following:

   A. Develop 25 sets of Learning and Supplemental Learning Plans related to a task listing you have completed in number 2.

   B. Develop a material list (audio-visual and student material) together with a vocational teacher (any area).

   C. Conduct and prepare a report on a special approved project.

Title of Workshop

"Role of Vocational Supervisors in Development and Operation of Programs for the Handicapped"

Goals and Objectives of Workshop

Goal: Participants will develop competencies necessary to coordinate the processes that are essential to install and operate vocational education programs for the handicapped.

Objectives: At the completion of the workshop, each participant will be able to:

1. initiate a secondary level vocational program for the handicapped.
2. maintain a secondary level vocational program for the handicapped.
3. demonstrate knowledge of the various components of vocational programming for the handicapped including:
   a. current legislation
   b. vocational assessment
   c. Individual Education Programming
   d. special instructional techniques and procedures
   e. appropriate instructional materials.

Workshop Coordinator

Coordinator: Douglas H. Gill, Project Coordinator
Vocational Programs for the Handicapped
Georgia Southern College

Activities During Workshop

The workshop was conducted on the campus of Georgia Southern College for a period of one week, approximately six hours per day. It involved vocational supervisors and coordinators of special education at the LEA level.

The workshop began with an overview of Public Laws 94-142, The Education for all Handicapped Act, 94-482, The Vocational Education Amendments of 1976, and Section 504 of 93-112. It concluded with both vocational supervisors and coordinators of special education defining their responsibilities in relationship to the state-approved job description for the Related Vocational Instructor.

During the workshop, the participants were exposed to such instructional considerations as vocational assessment, vocational adjustment, program accessibility, modification of regular vocational curriculum, the vocational aspects of Individual Education Planning, techniques for working with the handicapped in the vocational setting, and instructional materials for use with the handicapped. The technical components of the RVI program were also discussed with the state director of secondary vocational education, the state director of special education, the state supervisor of special-needs, and the special education consultant for RVI.

Evaluation of Workshop

Participant Assessment - Participants in the workshop were assessed using two instruments: (1) The Attitude Towards Mainstreaming Scale, and (2) a comprehensive pre and post evaluation of workshop content.

Workshop Assessment - The workshop was evaluated using three separate instruments: a state workshop evaluation form, a workshop improvement form, and a college workshop evaluation form. The ratings were high in the areas of organization, content, and relevancy just as was the case for RVI teachers.

References and Resources Used in Workshops

"An Overview of the Expanding Federal Commitments to Vocational Education and Employment of Handicapped Individuals", L. Allen Phelps. (A paper)

Accessibility Compliance Checklist

Specificiations for Accessibility

"Career Related Instruction", Capital Area Career Center, Mason, Michigan. (Student material)

"A Proposed System for the Identification, Assessment, and Evaluation of Special Needs Learners", L. Allen Phelps and Tim L. Wentling. (A paper)

"The Related Vocational Instruction Program", Douglas H. Gill. (A paper)

"Considerations for Dealing with the Handicapped in Vocational Education", Douglas H. Gill. (A paper)

"Vocational Assessment and Related Vocational Instruction", Douglas H. Gill. (A paper)

Work Evaluation and Adjustment: An Annotated Bibliography 1947-1977. From: Materials Development Center, Stout Vocational Rehabilitation Institute, University of Wisconsin - Stout, Menomonie, Wisconsin 54751. Contains over 1600 references to vocational education.

Training Manual: Dictionary of Occupational Titles. From: University of Wisconsin - Stout.

Student Evaluation in Vocational and Technical Education. Information Series #97. From: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock Number 017-080-01266-9.

Work Sample Manual Clearinghouse Catalog. Provides information on a variety of worksamples, other than commercial, including a manual, description of the worksample, equipment needed, and approximate costs to set up the worksample. From: University of Wisconsin - Stout.

Special Application of Work Evaluation Techniques for Prediction of Employability of the Trainable Mentally Retarded. From: University of Wisconsin - Stout.

Vocational Assessment Systems: Application in Programs Serving Special Needs Populations. From: Dept. of Public Instruction, Special Needs Section, Grimes State Office Building, Des Moines, Iowa 50319.

Handbook of Measurement and Evaluation in Rehabilitation. Textbook. From: University Park Press, International Publishers in Science and Medicine, Chamber of Commerce Building, Baltimore, Maryland 21202.

Curriculum Materials 1978 for Vocational Technical Career Special Needs Education. From: New Jersey Vocational Technical Curriculum Laboratory, Rutgers University, 4103 Kilmer Campus, New Brunswick, N.J. 08903. (Bibliography)

Catalog of Individualized Competency-Based Learning Materials in Career/Vocational Education. From: DCE Publications, P.O. Box 1491, Portland, Oregon 97207 (Individualized student modules).

Industrial Education 204. From: DCA Education Products, 424 Valley Road, Warrington, PA 18976 (Overhead Transparencies and film loops).

"Course of Study in Carpentry". A set of 112 Individualized Modules, 75 slide/tapes and an Instructor's Manual in Carpentry. 10 dollars per module, 20 dollars per slide/tape and 10 dollars for Instructor's Manual. For additional information contact: Bureau of Vocational Education, Capital Plaza Tower, Frankfort, Kentucky 40601.

Agriculture Careers, A Curriculum Guide. From: State Department of Vocational and Technical Education, Stillwater, Oklahoma 74074.

Nursery Operations Program (Individualized Student Modules). From: Nursery Operations Diffusion Specialist, Career Education Center, 415 N. Monroe Street, Tallahassee, Florida 32306. (Modules cover Plant Parts, Plant Classification, Media Preparation, Propogation, Fertilization, Plant Management, Pruning and Merchandising.

Personalized Individualized Vocational Occupations Training (PIVOT). (Sound slide programs in Carpentry, Masonry, Building Maintenance, Electrical Construction, Electronics, Machine shop, Automobile mechanics and Communications. From: 3M Visual Products Division, 3M Center, Building 220-10W, St. Paul, Minnesota 55101.

Home Economics Curriculum Secondary Educable Mentally Retarded. From: Allegheny Intermediate Unit, Exceptional Children's Program, Suite 1300, Two Allegheny Center, Pittsburgh, Pennsylvania 15212.

Job Training: Guide for Teachers of the Handicapped. Includes information across several vocational areas - films, filmstrips and print. (A Biliography).

Occupational Cluster Guides. Oregon Board of Education, 942 Lancaster Drive, N.E., Salem, Oregon 97310. Cluster Curriculums.

Building Trades Glossary of Key Words. Oakland Schools, 2100 Pontiac Lake Road, Pontiac, Michigan 48054. Definitions of key words used in building trades (352 terms).

Cluster Guides for T & I Programs in Georgia (Teacher's Manuals). Vocational Education Materials Center, The University of Georgia, 124 Fain Hall, Athens, Georgia 30602.

V-TECS Catalogs (Occupational Task Listings). Vocational Education Materials Center, The University of Georgia, 124 Fain Hall, Athens, Georgia 30602.

Vocational Mathematics (Instructor's Manual), Vocational Education Materials Center, The University of Georgia, 124 Fain Hall, Athens, Georgia 30602.

Project Discovery, Southwest Iowa Learning Resources Center, 401 Reed Street, Red Oak, Iowa 51566. Twenty Career exploration units.

Learning Resources for Students with Special Vocational Needs. (For review during the resource session. Copies otherwise not available.) From: The Nebraska Vocational Technical Curriculum Laboratory. (Bibliography).

To Serve Those Who Are Handicapped: Procedures and Format to Implement a Model Career Education Program for the Handicapped. From: Dept. of Adult, Vocational and Technical Education, State Board of Education, 100 North First Street, Springfield, Illinois 62777.

Special Needs Populations: Annotated Bibliographies on Bilingual, Correctional, Migrant and Handicapped Populations With Unique Vocational Education Needs. Bibliography Series No. 33 1975. From: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210. (Bibliography)

Vocational Training and Placement of the Severely Handicapped. (A selected Bibliography). From: The American Institutes for Research, Palo Alto, California. (Bibliography)

Vocational Education Resource Materials: A Bibliography on Materials for Handicapped and Special Education. Center for Studies in Vocational and Technical Education, University of Wisconsin-Madison, Madison, Wisconsin.

Guide to Jobs for the Mentally Retarded. From: American Institutes for Research in the Bahavioral Sciences, 1055 Thomas Jefferson Street, N.W., Washington, D.C. 20007.

Vocational Education for Students With Special Needs: A Teacher's Handbook. From: Dept. of Vocational Education, Colorado State University, Fort Collins, Colorado 80523.

Series of 17 manuals across vocational areas of Automotive Maintenance, Building Trades, Distributive Services, Electronic Assembly, Floriculture, Food Services, Graphics, Mechanical Assembly, Office Services, Ornamental Horticulture, Packaging, Health Oriented Services, Housekeeping Services, Wood Products Assembly. From: Board of Cooperative Education Services of Nassau County, Division of Occupational Education, Westbury, New York.